DOCUMENT RESUME

ED 079 844 EA 005 295

AUTHOR	Paus, Greg S.
TITLE	The Assistant Principal. Oregon School Study Council Bulletin, Volume 13, Number 6.
INSTITUTION	Oregon School Study Council, Eugene.
REPORT NO	OSSC-Bull-Vol-13-No-6
PUB DATE	Feb 70
NOTE	29p.
AVAILABLE FROM	Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($1.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrator Attitudes; Administrator Characteristics; Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Principals; Public Schools; Questionnaires; School Administration; Statistical Studies; Surveys; Tables (Data); *Task Analysis; Team Administration
IDENTIFIERS	*Assistant Principals; Oregon

ABSTRACT

Little has been done to clarify the role responsibilities of the assistant principal; his position is generally looked upon as an internship program leading to the principalship. A survey was undertaken of assistant principals in selected junior and senior high schools in Oregon to determine the administrative responsibilities of assistant principals in Oregon, those responsibilities considered to be primary responsibilities and those that are shared with the principal, and the extent of similarity among the tasks assigned to different assistant principals. Results indicate that assistant principals are delegated a wide range of primary responsibilities, but that there is little consistency in the tasks assigned. Only supervision of the school in the absence of the principal was indicated as a primary responsibility by over 50 percent of the respondents. (Author/WM)

ED 079644

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OREGON SCHOOL STUDY COUNCIL

BULLETIN

THE ASSISTANT PRINCIPAL

by

Greg S. Paus

Vol. 13, No. 6 February, 1970

OREGON SCHOOL STUDY COUNCIL
College of Education
University of Oregon, Eugene, Oregon

EA 005 295

ED 079844

THE ASSISTANT PRINCIPAL

by

Greg S. Paus

Research Assistant
Bureau of Educational Research and Service
University of Oregon

Individual Copy Price - $1.50

VITA

Name: Greg S. Paus

Present Position: Research Assistant
Bureau of Educational Research and Service
University of Oregon
Eugene, Oregon

Educational Background:

Bachelor of Arts, Western Washington State College, Bellingham, Washington
M.Ed., Western Washington State College, Bellingham, Washington
Doctoral candidate, University of Oregon

Professional Experience:

Teacher-counselor, Sterling Junior High School, East Wenatchee, Washington, 1959-1964
Assistant Principal, Oak Harbor Junior High School, Oak Harbor, Washington, 1964-1963

TABLE OF CONTENTS

	Page
THE ASSISTANT PRINCIPAL--THE MAN IN THE MIDDLE	1
"An Assistant Principal by Any Other Name"	2
Internship or Career	3
". . . In the Absence of the Principal"	4
Duties of the Assistant Principal--An Overview	5
Implications Drawn from the Literature	8
THE ASSISTANT PRINCIPAL IN OREGON	10
SUMMARY AND CONCLUSIONS	18
BIBLIOGRAPHY	20
APPENDIX A. Letter Sent to Assistant Principals	21
APPENDIX B. Questionnaire	22
APPENDIX C. List of Schools	24

LIST OF TABLES

	Page
Number and Percentage of Respondents Indicating Degree of Responsibility for 35 Administrative Tasks	12
Percentage of Assistant Principals Indicating Primary or Shared Responsibilities for 35 Administrative Tasks and the Combined Percentage of Primary and Shared Responsibilities	15
Primary or Shared Responsibilities Agreed Upon by Over 50 Percent of the Assistant Principals Responding	17

THE ASSISTANT PRINCIPAL--MAN IN THE MIDDLE

There is no position in the secondary schools as unique as the position of assistant principal. No other position holds the opportunity and necessity to work so closely with the diverse publics associated with the school program.

Typically, the assistant principal works with students, has both line and staff responsibility with building personnel, is delegated sole responsibility for some administrative tasks, and shares responsibility for other tasks.

Lack of understanding of the role of the assistant principal has led to difficulties in human relations. "Critically important are the subtleties of interpersonal relationships with pupils, teachers, parents, supervisors, and myriads of other persons, both in school and out. Friction free associations must be sensed and established with a number of people, without encroaching upon the authority of the principal." (9-15)

The assistant principal, by virtue of his position in the organizational pattern, can be the key to facilitating communication within the building. He often is closer to the informal subgroup which exists on any staff; therefore, he is able to relate both official staff feelings and the official feelings concerning the activity program, curricular changes, the new policy concerning discipline or other matters of concern at the building level.

The assistant principal may find himself "in the middle" between departments over such matters as the use of the gymnasium or the

allocation of funds. The assistant principal's skills as an arbitrator are frequently put to the test. His skills as a disciplinarian are seen by many staff members as the final and complete test of his ability to be assistant principal. As the assistant principal he becomes involved with the student and instructor, in a conference with the parents, in a plan of action involving a number of staff members, in consultation with the drama director or coach, or in a combination of these and other possibilities. The assistant principal must be "effective" to continue to maintain rapport with the staff.

Michaels has listed three common denominators which can be attributed to virtually all assistant principals: "The assistant principal is an implementer of the principal's directives and directions, a decision-maker in the area of his principal-delegated jurisdiction, and a suggestor to the principal." (8-7) These common denominators make it imperative that the assistant principal's delegated responsibilities are clearly understood by the assistant principal, principal, and the staff. As "the man in the middle," the effectiveness of his position will be strengthened if his decision-making functions are delineated.

"An Assistant Principal by Any Other Name . . ."

Perhaps the difficulty of classifying the assistant principal is indicated by the myriad of names given to the position over the years. A 1937 study provided the following titles: assistant principal, vice-principal, submaster, vice headmaster, assistant high school superintendent, and classmaster. (11-143) A review of the literature today will classify the position as assistant principal, assistant to the principal, or vice-principal, with the title assistant principal taking top priority.

The position of assistant principal is primarily a product of this country, resulting from increased building populations and an increase in the burdens of the building principal. While there is general agreement as to the responsibilities of the building principal, the assistant principal's responsibilities have been delegated by the principal. "In too many cases the assistant principal becomes little more than the chief of police of the school." (2-403) The other extreme is equally true. His generally unwritten duties may include virtually all facets of building administration. Jarrett points out that "the individual principal invariably exercised a free hand in the assignment of administrative duties and responsibilities to his assistant principal." (7-30) Without the proper guidelines and an understanding of the authority delegated to the assistant principal, the assistant principal "may be partly responsible for many things but not completely responsible for anything." (1-50)

Internship or Career

The assistant principal of today generally can be classified into one of two groups: the career vice-principal who by virtue of his interest and training intends to continue in the position indefinitely or the internship assistant principal who sees the position as a necessary steppingstone to a future career as building principal or superintendent. The career assistant principal by virtue of his interests may well be the specialist who does the best job in a few delineated areas. The career assistant principal with strengths in areas considered to be the principal's weaknesses can be an effective partner in the administrative team at the building level. However, career patterns of the past would indicate internship assistant principals to be in the majority.

When two administrators work together as closely as do the building principal and assistant principal, the building principal should have a predominant hand in the selection of his assistant. Jarrett points out that it is most important that the two be compatible and qualified to complement each other in their professional functions. (7-30) The assistant principal also should be given the opportunities to grow into the responsibilities of the principalship, not by means of a "hit or miss" program based upon expediency but by means of a planned program thoroughly understood by the administration and staff, both certified and non-certified. Benjamin Novak comments that "a vice-principal of weak or ill defined authority has trouble maintaining self respect, of justifying his salary, and, actually, he can become an obstacle to, rather than a facilitation of, progress." (9-16) Novak warns of the danger of spur-of-the-moment delegation of detail, detail which causes the vice-principal to be bogged down in minutiae. (9-16)

". . . In the Absence of the Principal"

A consistent duty through the years is the responsibility of the assistant principal when the principal is out of the building. The phrase "acts in the place of the principal" takes on new meaning. Today's building principal is expected to be both the instructional leader and play an increasingly larger role in school-community relations. As instructional leader the principal spends a large amount of time outside of the office. As interpreter of the school program and liaison man between community and school, he spends time away from the building meeting with district administrators, attending civic luncheons, and working on civic committees. The day-to-day details which require

immediate answers or administrative advice are left to the assistant principal. The staff expects and should receive knowledgeable answers. An assistant principal familiar with the total operation of the program can react effectively and halt the often heard and often justified criticism, "When I need the principal, he is invariably out of the office."

Duties of the Assistant Principal--An Overview

Periodically throughout the last 40 years data have been gathered in an attempt to clarify the role of the assistant principal. A study conducted by Charles Van Eman in 1926 reported that functions of the fledgling position were defined entirely by the building principal. The majority of assistant principals reported in Van Eman's study were women whose positions were brought about by a need fo a staff member who could work with girls at the high school level. Duties were primarily limited to the clerical chores necessary to a large high school and the discipline and counseling of girls. Sixty-three percent of the respondents checked pupil schedules, 60 percent supervised girls' clubs, 55 percent supervised scholarship records, 48 percent supervised attendance. Twenty percent of the respondents were involved in the making of curricula. (10-148-50)

A 1939 study by W. A. Wright produced the following breakdowns:

Duties--percentage who were wholly or partly responsible for:

Conferences with pupils	100%
Conferences with parents	94.3%
Behavior problems	93.3%
Assistance with individual pupil progress	75.3%

Student registration	74.2%
Absence	73.2%
Educational guidance	71.6%
Assistance in curriculum revision	67.0%
Construction of the master schedule	61.9%
Classroom observation	53.6%

Wright's study consisted of a total of 194 assistant principals of whom 43 were women. The median enrollment of the high schools studied was 1,903 pupils. (11-553-56)

Richard Jarrett (7-25) studied the activities of the assistant principal in secondary schools in Los Angeles and in 23 cities with populations over 400,000. The study, reported in 1958, broke down a responsibility classification in terms of the amount of time spent in six general classifications. Results of the study as found in 23 cities:

Administration of educational programs	25%
Pupil personnel services	45%
Administration of co-curricular activities	12%
School management	8%
Community relations	4%
Professional and inservice training	6%

Coppedge quotes a comparatively recent study conducted by Ronald Smith gathered in the North Central Association. The study was completed in 1966. Among Smith's findings:

34.4% of the assistant principal's time is spent on pupil welfare

32% of the time is spent in administration and school management

99.4% of the assistants administer the school in the absence of the principal

97.5% represent the school at professional meetings

96.9% hold parental conferences regarding pupil adjustment

95.0% represent the school at community functions

92.4% hold parent conferences regarding discipline (3-285)

Is the role of the assistant principal changing and, if so, in what direction? Gilbert, writing in 1957, saw the position changing radically from one of clerical chores, such as roll book checking, textbook stamping, to the work of organization, administration, and supervision. Since the assistant principal is closer to the teacher than the principal, Gilbert saw the position as one of a consultant, a person who can encourage staff and students to assume leadership. (5-423)

Goldman, in a recent book concerning the school principal, foresees a need for study to clarify the assistant principal's role in relation to students, staff, and the principal. (6-31)

Jarrett found that in half of the school districts studied, the assistant principal was delegated official responsibility for school supplies, equipment, and extra-curricular activities. (7-32) Davis and Moore studied 155 junior high schools in the state of Texas. Other than the areas of discipline and attendance, there was little similarity in the job descriptions analyzed. Over 100 duties were listed by the 155 respondents. (4-4)

While role studies over the past 40 years would indicate a general change of emphasis from the discipline-clerical functions to an expansion of duties delegated by the principal, there continues to be an ambivalence in structuring the delegated authority of the assistant principal.

Implications Drawn from the Literature

While previous research has provided a glimpse of the various roles performed by assistant principals, the question remains: What can be done to provide clarification of role yet allow the flexibility necessary to operate a team approach at the building level? The following points represent both implicit and explicit recommendations drawn from the studies reviewed:

1. "Selection of an assistant principal should be made by the principal with whom he will work, since it is most important that the two be compatible and qualified to complement each other in their professional functions." (7-12)
2. Local school districts and schools should examine their philosophy and provide a definite direction for the development of the administrative position.
3. The assistant principal should be given opportunities to grow into the responsibilities of the principalship. Among these responsibilities are:
    a. improvement of instruction, curriculum, research, public relations, and other areas which require instructional leadership,

b. working with the staff in such areas as evaluation of student progress, reporting to parents, use of school facilities, and related areas.

4. Duties of the assistant principal should be clearly understood by all involved--students, instructional staff, non-certified staff, parents, and other administrators.
5. Duties such as discipline and attendance should be carefully examined for better ways to be effective without spending too large a portion of time on these problems.
6. Principals should avoid assigning an excessive number of spur-of-the-moment details to his assistant principal.
7. State associations of secondary school principals should be involved in the examination of the role of the assistant principal. (4-4)

THE ASSISTANT PRINCIPAL IN OREGON

A review of the literature indicates that while studies in Oregon have been undertaken to clarify the roles of superintendents, assistant superintendents, and principals, little has been done in regard to the assistant principal. Many administrators express the view that the assistant principal's role will, by necessity, vary from school to school since the building principal and the assistant principal should complement each other by sharing duties based upon composite strengths. While this view may be valid, the assistant principalship is generally looked upon as an internship program leading to the principalship. This being the case, there would seem to be an obligation to provide experiences in all facets of the administrative program.

A survey of assistant principals of selected junior and senior high schools in Oregon was undertaken by the writer to help provide answers to the following questions:

1. What are the administrative responsibilities of selected junior and senior high school assistant principals in Oregon?
2. Of the responsibilities reported, which are considered primary responsibilities and which responsibilities are shared with the principal or the other staff members?
3. Are there similar, delegated administrative responsibilities among tasks assigned to Oregon assistant principals?

A sample of assistant principals was chosen from 19 school districts with an ADM above 3,000 students (excluding Portland). Assistant principals

were chosen by selecting the first junior and senior high school listed alphabetically in the 1967-68 Oregon School Directory from the districts indicated above.

Questionnaires were sent to 17 junior high schools and 19 senior high schools. Completed responses were received from 12 junior high schools and 18 senior high schools.

Two of the senior high schools, Lake Oswego and Parkrose, employ two assistant principals, both of whom responded. David Douglas mid-high school (grades 9-10) is directed by the building principal who is responsible to the David Douglas High School principal. These were tabulated as individual assistant principals.

A total of 33 responses were tabulated--12 junior high school assistant principals and 21 senior high school assistant principals. Student building population in the junior high schools sampled ranged from 500 students to over 1,200 students. Student population in the sample of senior high schools selected ranged from 700 students to over 3,200 students.

Results of the questionnaire are presented in total and in terms of those primary and shared responsibilities in which over 50 percent of the 33 assistant principals participated.

NUMBER AND PERCENTAGE OF RESPONDENTS INDICATING DEGREE OF RESPONSIBILITY FOR 35 ADMINISTRATIVE TASKS

N=33

1. Curriculum and Supervision

Task	Degree of Responsibility			
	Primary	Shared	None	Did not Answer
a. Classroom visitation and evaluation	2 (6.1%)	23 (69.7%)	8 (24.2%)	
b. Curriculum research	3 (9.1%)	16 (48.5%)	13 (39.4%)	1 (3.0%)
c. Staff evaluation to district office	0 (--)	19 (57.6%)	14 (42.4%)	
d. Guidance and counseling program	10 (30.3%)	12 (36.4%)	10 (30.3%)	1 (3.0%)
e. Scheduling of staff room assignments	11 (33.3%)	16 (48.5%)	6 (18.2%)	
f. Scheduling of staff teaching assignments	8 (24.2%)	12 (36.4%)	13 (39.4%)	
g. Student teacher program	4 (12.1%)	12 (36.4%)	17 (51.5%)	
h. Textbook selection	2 (6.1%)	7 (21.2%)	23 (69.7%)	
i. Department chairman	1 (3.0%)	12 (36.4%)	17 (51.5%)	

2. General Administrative Tasks

a. Faculty meetings	0 (--)	25 (75.8%)	6 (18.2%)	2 (6.0%)
b. School policy--students	8 (24.2%)	23 (69.7%)	1 (3.0%)	1 (3.0%)

Task	Degree of Responsibility			
	Primary	Shared	None	Did Not Answer
c. School policy--staff	3 (9.1%)	29 (87.9%)	1 (3.0%)	
d. Building maintenance--custodial staff	9 (27.2%)	12 (36.4%)	12 (36.4%)	
e. Faculty social activities	2 (6.1%)	14 (42.4%)	17 (51.5%)	
f. Calendars	11 (33.3%)	17 (51.5%)	5 (15.2%)	
g. Daily bulletins	8 (24.2%)	13 (39.4%)	12 (36.4%)	
h. Departmental budgets	5 (15.2%)	10 (30.3%)	18 (54.6%)	
i. Building budget	8 (24.2%)	7 (21.2%)	18 (54.6%)	
j. Ordering of supplies	7 (21.2%)	9 (27.2%)	16 (48.5%)	1 (3.0%)
k. Supervision of school in absence of principal	28 (84.9%)	4 (12.1%)	0 (--)	1 (3.0%)
l. Representing the school at community functions	0 (--)	32 (97.0%)	1 (3.0%)	

3. Pupil Personnel

a. Discipline	15 (45.5%)	13 (39.4%)	3 (9.1%)	2 (6.0%)
b. Attendance	15 (45.5%)	10 (30.3%)	6 (18.2%)	2 (6.0%)
c. Student aid programs	6 (18.2%)	15 (45.5%)	9 (27.2%)	3 (9.1%)
d. Student workers	6 (18.2%)	13 (39.4%)	12 (36.4%)	2 (6.0%)

4. Student Activities

Task	Degree of Responsibility			
	Primary	Shared	None	Did Not Answer
a. Student body finance	11 (33.0%)	5 (15.2%)	15 (45.5%)	2 (6.0%)
b. School publications	4 (12.1%)	9 (27.2%)	18 (54.6%)	2 (6.0%)
c. Student council	10 (30.3%)	9 (27.2%)	12 (36.4%)	2 (6.0%)
d. Class activities	7 (21.2%)	18 (54.6%)	6 (18.2%)	2 (6.0%)
e. School productions	4 (12.1%)	9 (27.2%)	18 (54.6%)	2 (6.0%)
f. Student assemblies	15 (45.4%)	10 (30.3%)	6 (18.2%)	2 (6.0%)
g. Athletic program	7 (21.2%)	12 (36.4%)	13 (39.4%)	1 (3.0%)
h. Club programs	5 (15.2%)	13 (39.4%)	14 (42.4%)	1 (3.0%)
i. Fund drives	7 (21.2%)	10 (30.3%)	14 (42.4%)	1 (3.0%)
j. Student store	6 (18.2%)	6 (18.2%)	17 (51.5%)	4 (12.1%)

PERCENTAGE OF ASSISTANT PRINCIPALS INDICATING PRIMARY OR SHARED RESPONSIBILITIES FOR 35 ADMINISTRATIVE TASKS AND THE COMBINED PERCENTAGE OF PRIMARY AND SHARED RESPONSIBILITIES

Task	Percentage		
	Primary	Shared	Combined
Supervise school in absence of principal	84.9	12.1	97.0
Represent school at community functions	0	97.0	97.0
School policy--students	24.2	69.7	93.9
Discipline	45.5	39.4	84.9
Calendars	33.3	51.5	84.9
Scheduling of staff room assignments	33.3	48.5	81.8
Faculty meetings	0	75.8	75.8
Attendance	45.5	30.3	75.8
Class activities	21.2	54.6	75.8
Student assemblies	45.5	30.3	75.8
Classroom visitation and evaluation	6.1	69.7	75.8
School policy--staff	9.1	60.6	69.7
Guidance and counseling program	30.3	36.4	66.7
Daily bulletins	24.2	39.4	63.6
Student aid programs	18.2	45.5	63.6
Building maintenance--custodial and staff	27.2	36.4	63.6
Scheduling of staff teaching assignments	24.2	36.4	60.6
Curriculum research	9.1	48.5	57.6
Staff evaluation to the district office	0	57.6	57.6
Student workers	18.2	39.4	57.6

	Primary	Shared	Combined
Student council	30.3	27.3	57.6
Athletic programs	21.2	36.4	57.6
Club programs	15.2	39.4	54.6
Fund drives	21.2	30.3	51.5
Faculty social activities	6.1	42.4	48.5
Ordering of supplies	21.2	27.2	48.4
Student body finance	33.3	15.2	48.4
Student teacher program	12.1	36.4	48.5
Departmental budgets	15.2	30.3	45.5
Building budgets	24.2	21.2	45.4
Department chairmen	3.0	36.4	39.4
School productions	12.1	27.3	39.4
School publications	12.1	27.3	39.1
Student store	18.2	18.2	36.4
Textbook selection	6.1	21.2	27.3

PRIMARY OR SHARED RESPONSIBILITIES AGREED UPON BY OVER
50 PERCENT OF THE ASSISTANT PRINCIPALS RESPONDING

N=33

Primary Responsibility	Percentage
Supervision in absence of principal	34.9

Shared Responsibility	Percentage
Represent school at community functions	97.0
Faculty meetings	76.8
Classroom visitation and evaluation	69.7
School policy--students	69.7
School policy--staff	60.6
Staff evaluation to district office	57.6
Class activities	54.6
Calendars	51.5

SUMMARY AND CONCLUSIONS

While the 33 assistant principals were delegated a wide range of primary responsibilities (32 of the 35 tasks listed), there was little consistency in the tasks. Only supervision of the school in the absence of the principal was indicated as primary by over 50 percent of the respondents.

Primary responsibility was delegated to assistant principals for those tasks considered to be traditionally the function of the assistant principal as reported by prior studies; i.e., discipline, student assemblies, attendance, activity calendars, and student council. However, these functions were reported as being primary by less than 50 percent of the respondents.

Areas of shared responsibility indicated a majority of the 33 assistant principals were involved in programs for the improvement of instruction; i.e., 69 percent participated in classroom visitation and evaluation and 76.8 percent were involved in shared responsibility for faculty meetings.

When the percentage of assistant principals indicating primary and shared responsibilities were combined, over 50 percent of the respondents were involved in 68 percent of the administrative tasks listed.

Contrary to many previous surveys, the 33 assistant principals in Oregon are provided with a wide range of administrative responsibilities and while pupil personnel functions are a part of their responsibility, they share tasks which were historically reserved for the building principal.

If it is accepted that the assistant principal's position is considered at least partially as an internship program, the sample assistant principals are provided with a relatively complete program.

In the absence of, or as a complement to, an administrative internship program, the position of assistant principal at the secondary level provides an opportunity for promising young men or women to be involved in school administration, the majority for the first time.

If the position is to hold some meaning as an internship program leading to a principalship, care should be taken to build the job description of the assistant principal around those experiences considered by the school district to be necessary skills of a future principal. An assistant principal bogged down in the minutiae of clerical chores and low-grade supervisory duties will, most certainly, receive the motivation necessary to seek a principalship but have few carry-over experiences helpful to his new position.

BIBLIOGRAPHY

1. Brandes, Lois G. and J. Wilson, "The Position of the Subordinate Administrator in the Secondary School," Bulletin of the N.A.S.S.P., 40:46-52, May, 1956.

2. Corbally, J. E., et al., Educational Administration: The Secondary School. Boston: Allyn and Bacon, Inc., 1961.

3. Coppedge, Floyd L., "The 'New' Image of the Assistant Principal," Clearing House, Vol. 42, No. 5, January, 1968.

4. Davis, E. Dale and John Moore, "Assistant Principal in the Junior High School," Bulletin of the N.A.S.S.P., 49:1-4, January, 1965.

5. Gilbert, Samuel G., "On Being an Assistant Principal," Clearing House. 31:423, March, 1957.

6. Goldman, Samuel, The School Principal, New York. Center for Applied Research in Education, 1966. 115 pp.

7. Jarrett, Richard W., "The Activities of the Assistant Principal in Secondary Schools," Bulletin of the N.A.S.S.P.

8. Michaels, M. L., "Role of the Assistant Principal," Bulletin of the N.A.S.S.P. 49:5-11, January, 1965.

9. Novak, Benjamin J., "Examining the Role of the Vice-Principal," American School Board Journal, 146:15-16, May, 19-20, June, 1963.

10. Van Eman, Charles, "The Function of the Assistant High School Principal and other Assistant Executives," Educational Research, 5:148-50, 1926.

11. Wright, William A., "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society, pp. 553-556, April, 1939.

APPENDIX A

October 18, 1968

Dear Assistant Principal:

I am currently working on a project concerning the role of the assistant principal in the state of Oregon. My experience and a review of the literature indicates that job descriptions for assistant principals are nearly as varied as there are assistant principals.

Your completion of the enclosed job survey form would help me in this endeavor. It is my intent to compile and analyze the returned questionaires in terms of similarities and diversity among assistant principals in Oregon. The results of the data will be available to you if desired.

If your school or district has an assistant principal job description in print and available for distribution, I would appreciate receiving a copy with the completed questionaire. I have enclosed a self-addressed, stamped envelope for your convenience.

Thank you for your cooperation.

Sincerely,

Greg S. Paus
Room 124
College of Education
University of Oregon
Eugene, Oregon 97403

APPENDIX B

ASSISTANT PRINCIPAL RESPONSIBILITIES*

Indicate by a check whether the tasks listed below apply to column 1 - primary responsibility, column 2 - shared responsibility, or to column 3 - no responsibility.

Definition of Responsibility: An agreement reached between the building principal and assistant principal concerning administrative tasks at the building level. This agreement may be verbal or written in the form of a job description.

Primary Responsibility: The assistant principal is answerable for the program by means of authority delegated by the building principal, although the building principal may be involved.

Shared Responsibility: The assistant principal divides the duty with the building principal.

No Responsibility: While the assistant principal may take part, the building principal or another staff member is responsible for the program.

Space has been provided for additional tasks not listed below.

NAME OF SCHOOL_____ STUDENT POPULATION_____

GRADES: 6-7-8-9-10-11-12 (please circle)

I. CURRICULUM AND SUPERVISION

		RESPONSIBILITY		
		Primary	Shared	None
a.	Classroom visitation and evaluation	_____	_____	_____
b.	Curriculum research	_____	_____	_____
c.	Staff evaluation to district office	_____	_____	_____
d.	Guidance and counseling program ..	_____	_____	_____
e.	Scheduling of staff room assignments	_____	_____	_____
f.	Scheduling of staff teaching assignments	_____	_____	_____
g.	Student teacher program	_____	_____	_____
h.	Text book selection	_____	_____	_____
i.	Department chairman	_____	_____	_____
j.	_____	_____	_____	_____
k.	_____	_____	_____	_____
l.	_____	_____	_____	_____

II. GENERAL ADMINISTRATIVE TASKS

		RESPONSIBILITY		
		Primary	Shared	None
a.	Faculty meetings	_____	_____	_____
b.	School policy - students	_____	_____	_____
c.	School policy - staff	_____	_____	_____
d.	Building maintenance - custodial staff	_____	_____	_____
e.	Faculty social activities	_____	_____	_____
f.	Calendars	_____	_____	_____
g.	Daily bulletins	_____	_____	_____
h.	Departmental budgets	_____	_____	_____
i.	Building budget	_____	_____	_____
j.	Ordering of supplies	_____	_____	_____
k.	Supervision of school in absence of principal	_____	_____	_____
l.	Representing the school at community functions	_____	_____	_____
m.	_____	_____	_____	_____
n.	_____	_____	_____	_____
o.	_____	_____	_____	_____

III. PUPIL PERSONNEL

a.	Discipline	_____	_____	_____
b.	Attendance	_____	_____	_____
c.	Student aid programs	_____	_____	_____
d.	Student workers	_____	_____	_____
e.	_____	_____	_____	_____
f.	_____	_____	_____	_____

IV. STUDENT ACTIVITIES

a.	Student body finance	_____	_____	_____
b.	School publications	_____	_____	_____
c.	Student council	_____	_____	_____
d.	Class activities	_____	_____	_____
e.	School productions	_____	_____	_____
f.	Student assemblies	_____	_____	_____
g.	Athletic program	_____	_____	_____
h.	Club programs	_____	_____	_____
i.	Fund drives	_____	_____	_____
j.	Student store	_____	_____	_____
k.	_____	_____	_____	_____
l.	_____	_____	_____	_____
m.	_____	_____	_____	_____

Are you interested in receiving a copy of the results? _____

*Adapted from Garreth B. Goddard, "The Assistant Principal - Understudy or Partner in Professional Leadership." N.A.S.S.P. Bulletin, Sept. 1962. pp. 31-34.

APPENDIX C

LIST OF SCHOOLS PARTICIPATING IN STUDY

HIGH SCHOOLS:

The Dalles High School
The Dalles, Oregon

Bend Senior High School
Bend, Oregon

Medford Senior High School
Medford, Oregon

Oregon City Senior High School
Oregon City, Oregon

McNary High School
Salem, Oregon

Beaverton High School
Beaverton, Oregon

Marshfield High School
Coos Bay, Oregon

David Douglas High School
Portland, Oregon

Corvallis Senior High School
Corvallis, Oregon

Roseburg Senior High School
Roseburg, Oregon

North Eugene High School
Eugene, Oregon

Springfield High School
Springfield, Oregon

Ashland Senior High School
Ashland, Oregon

Lake Oswego High School
Lake Oswego, Oregon

Parkrose High School
Portland, Oregon

Pendleton High School
Pendleton, Oregon

Cottage Grove High School
Cottage Grove, Oregon

Sweet Home High School
Sweet Home, Oregon

JUNIOR HIGH SCHOOLS:

Bend Junior High School
Bend, Oregon

Hendrick Junior High School
Medford, Oregon

Judson Junior High School
Salem, Oregon

Cedar Park Junior High School
Beaverton, Oregon

Western View Junior High School
Corvallis, Oregon

John C. Fremont Junior High School
Roseburg, Oregon

Cal Young Junior High School
Eugene, Oregon

Thurston Junior High School
Springfield, Oregon

Lake Oswego Junior High School
Lake Oswego, Oregon

Parkrose Heights Junior High School
Portland, Oregon

Helen McClure Junior High School
Pendleton, Oregon

Lincoln Junior High School
Cottage Grove, Oregon

North Junior High School
Grants Pass, Oregon